TELPAS

Educator Guide

TELPAS

Texas English Language Proficiency Assessment System

Information about the Texas Assessment Program can be found on the [Student Assessment](#) website.

[Texas Educator Committees](#)

The Texas Education Agency encourages highly qualified educators to apply to participate in educator committees for the Texas Assessment Program. Click the link or scan the QR code for more information.

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Overview

The Texas English Language Proficiency Assessment System (TELPAS) is an English language proficiency assessment designed to assess the progress that emergent bilingual (EB) students make in learning the English language. The assessment is aligned to the English Language Proficiency Standards (ELPS). TELPAS fulfills the Every Student Succeeds Act, which requires that all EB students be assessed annually until they are determined to be proficient in the English language.

TELPAS assesses second language development in the domains of listening, speaking, reading, and writing. Online assessments are used to assess all domains in grades 2–12. For students in kindergarten through grade 1, holistically rated assessments based on ongoing classroom observations and written student work are used.

All students enrolled in Texas public schools and open-enrollment charter schools are required by federal and state law to participate in the Texas Assessment Program. EB students are required to be assessed annually with an English language proficiency assessment until they are determined to be proficient by meeting the EB reclassification criteria. This includes students classified as emergent bilingual (EB)/English learner (EL) in the Public Education Information Management System (PEIMS) whose parents have declined bilingual or English as a second language (ESL) program services (PEIMS code C).

In rare circumstances, a student receiving special education services may not be required to participate in one or more TELPAS language domains for reasons associated with the student's particular disability. The reason for not assessing the student must be determined by the admission, review, and dismissal (ARD) committee in conjunction with the language proficiency assessment committee (LPAC) and well supported by documentation in the student's individualized education program (IEP) by the ARD committee and in the student's permanent record file by the LPAC. Participation decisions must be considered individually for each student on a domain-by-domain basis.

Test Design

Online Assessments

TELPAS for grades 2–12, TELPAS consists of online assessments for listening and speaking and for reading and writing. Students taking TELPAS online assessments will respond to test questions from all proficiency levels. Each test starts with questions from lower proficiency levels, but as students proceed through the test, the proficiency levels are mixed so that more difficult passages and test questions are interspersed with easier ones.

TELPAS Assessed Curriculum documents and test blueprints for each assessment are available on the [TELPAS Resources](#) webpage.

Listening and Speaking Assessments

Listening and speaking are tested together on one assessment that includes a variety of question types that gives EB students the opportunity to show their comprehension and communication skills in various ways.

- Listening test questions include passage-based and non-passage-based questions, picture-based questions, and drag-and-drop questions, among others.

- Listening passages may focus on social interactions or academic content and are accompanied by passage-based listening comprehension questions. Stand-alone listening questions might be accompanied by a prompt asking the student to click an object in a picture, identify the picture that matches the prompt, or put a number of pictures in order according to a story.

- Speaking test questions include a variety of picture-, passage-, and text-based speaking prompts.

- Speaking responses require a range of vocabulary encompassing social and academic language. For example, students may be shown a map and prompted to explain how to get from one location to another. They may be prompted to tell a story, describe a picture, or compare two pictures. Students are encouraged to speak as much as they can when responding to speaking prompts.

- To interact with speaking questions, students will use audio capture functionality to record a response, listen to the response, and delete and rerecord it if not satisfied with their first response. Students should speak in complete sentences and use their best English vocabulary when responding.

- Some speaking prompts are intended to solicit shorter responses; others are intended to solicit longer responses. For simple prompts, students have 45 seconds to respond; for more complex, open-ended prompts, students have 90 seconds. Students can listen to the recorded prompt as many times as needed before responding. Students may plan their response on scratch paper or the notepad in the test application before recording their response. The student's responses to the prompts determine the student's proficiency level.

- Students should speak as much as possible in each of their speaking responses to demonstrate characteristics that reflect their current speaking proficiency.

Reading and Writing Assessments

Reading and writing are tested together in one assessment.

- A variety of narrative, procedural, and informational reading passages are included. Passages span a wide variety of purposes, such as reading for enjoyment and literary appreciation, reading to engage in core subject-area instruction, and reading for everyday, practical purposes.

- The tests consist primarily of reading passages and test questions. Some questions are not associated with a reading passage but with illustrations, a short text, or both. These questions may use a cloze (fill-in-the-blank) format, a multiple-choice format, a selectable text functionality, or a drag-and-drop functionality to test vocabulary.

- Writing questions consist of multiple-choice, text entry, multistep text entry, and constructed-response questions. Constructed-response prompts provide a variety of stimuli including pictures or questions. Students are asked to respond in writing to these prompts using as much detail as possible.

- Some writing questions ask students to identify and correct misused words and rewrite sentences to be grammatically accurate.

Released Tests

TEA releases previously administered TELPAS tests as practice tests on the Practice Test Site. The practice tests provide students with opportunities to interact with the online testing environment, locate and use the available tools, and respond to the various types of test questions that appear on TELPAS. TEA highly recommends that district testing personnel use these online practice tests to familiarize their students with the testing platform prior to the TELPAS administration.

In addition, small sets of test questions are available as sample sets. These sample sets are typically used to introduce students to new types of test questions.

Holistically Rated Assessments

A holistically rated assessment process is used for kindergarten and grade 1 for all four language domains. District testing personnel assign raters to conduct the assessment. TELPAS raters engage EB students in performance-based activities to determine a student's proficiency level for each domain.

TELPAS raters must have trained and calibrated successfully before rating students. The training that TELPAS raters receive supports the administration of TELPAS and provides teachers with ongoing professional development to support effective implementation of the ELPS. TELPAS assessments are administered in the spring, but educators who are trained as TELPAS raters become adept at using the holistic assessment process in formative ways throughout the year to identify and respond to the needs of their EB students. Detailed

information about the TELPAS rater training process can be accessed on the [TELPAS Resources](#) webpage.

For grades 2–12, a special holistic administration of the online listening, speaking, or writing assessment or a special paper administration of the online reading assessment is available only for eligible students. For information on eligibility requirements, refer to the [Special Administration of an Assessment](#) page of the *District and Campus Coordinator Resources*.

Alignment with State Curriculum

TELPAS assesses English language proficiency in direct alignment with the Texas English Language Proficiency Standards (ELPS). The ELPS are second language acquisition curriculum standards that support the ability of EB students to learn the academic English they need for meaningful engagement in grade-appropriate subject-area instruction. The second language acquisition knowledge and skills in the ELPS are the means for helping EB students learn English simultaneously with academic subject matter. The ELPS and TELPAS work together to provide formative and summative assessment opportunities that support teaching and learning.

The ELPS

TELPAS assesses the ELPS, which district personnel are required to implement as an integral part of each foundation and enrichment subject of the Texas Essential Knowledge and Skills (TEKS) state-required curriculum. The ELPS are implemented as part of ongoing subject-area instruction and, as such, are integrally linked with the subject-area TEKS. The ELPS help teachers meet the language and subject-matter needs of EB students simultaneously.

The ELPS do not vary by subject, and, with few exceptions, they are the same from grade to grade. Despite their uniformity, the ELPS fully support and align with the learning of subject-specific and grade-specific English. The ELPS require subject-area teachers to build the English language skills that enable EB students to understand and use grade-appropriate English in class. The ELPS, set forth in 19 TAC §74.4, are required to be published along with the TEKS for each subject. Every teacher of an EB student is responsible for fulfilling the requirements of the subject-area TEKS and the ELPS.

The ELPS have three instructional components:

- **Cross-curricular second language acquisition knowledge and skills**

  Cross-curricular second language acquisition curriculum standards represent what EB students need to learn to become proficient in English in the context of academic instruction. The knowledge and skills are stated as student expectations (SEs) and are divided into five sections—learning strategies, listening, speaking, reading, and writing.

- **Proficiency level descriptors**

  TELPAS measures the ELPS SEs in accordance with four English language proficiency levels—beginning, intermediate, advanced, and advanced high. These four stages of second language acquisition are defined in the proficiency level descriptors (PLDs), which describe how well EB students at each proficiency level can understand and use English to engage in grade-appropriate academic instruction. There are separate PLDs for each of the four domains assessed on TELPAS.

- **Linguistic accommodations**

  Linguistic accommodations are English language supports that help make subject-area instruction accessible to EB students. The PLDs, which describe the English that EB

students can understand and use at each proficiency level, guide teachers in providing appropriate linguistic supports and accommodations.

These three instructional components work together to accelerate the rate at which EB students learn English and academic subject matter.

Cross-Curricular Second Language Acquisition Knowledge and Skills

The second language acquisition knowledge and skills in the ELPS are the means for helping EB students learn English simultaneously with academic subject matter. They cover the areas of listening, speaking, reading, writing, and learning strategies.

Language Domains

The ELPS include SEs for the second language acquisition domains of listening, speaking, reading, and writing. The ELPS for these domains outline what EB students must know and be able to do to become proficient in academic English. For assessment purposes, the four domains are defined as follows:

Listening	the ability to understand spoken language, comprehend and extract information, and follow social and instructional discourse through which information is provided
Speaking	the ability to use spoken language appropriately and effectively in learning activities and social interactions
Reading	the ability to comprehend and interpret written text at the grade-appropriate level
Writing	the ability to produce written text with content and format to fulfill grade-appropriate classroom assignments

The definitions are not tied to academic achievement but to the communication skills that second language learners need in order to use the English language as an effective medium for grade-level academic instruction.

Learning Strategies

The ELPS include SEs related to learning strategies. The skills in this strand help EB students become active and strategic language learners. Cross-curricular second language learning strategies, listed in 19 TAC §74.4(c)(1), are vital in supporting and accelerating second language acquisition and should be equally emphasized in teachers' lesson plans. The TEKS require teachers of EB students to integrate the learning strategies into their subject-area lessons.

Each learning strategy SE spans one or more of the four language domains. Additionally, some strategies apply equally at all stages of second language acquisition, while others are more

relevant at lower or higher proficiency levels. As teachers become familiar with the ELPS PLDs, they gain an understanding of when the various strategies become most useful.

Integrating the ELPS SEs during subject-area instruction involves giving EB students frequent, targeted practice in listening, speaking, reading, and writing in English. EB students need abundant opportunities to practice using new English words and language structures, many of which are already familiar to native English speakers. EB students new to the English language are bombarded with unfamiliar language in classes taught in English. New EB students begin by picking up English that is concrete and supported heavily with pictures and gestures. As learning proceeds, the language that sticks most readily is that which:

- builds on known English and familiar topics,

- occurs frequently,

- is presented in interesting and relevant contexts, and

- is used orally and in writing.

Having ongoing, appropriately scaffolded speaking and writing opportunities during subject-area instruction is beneficial for all students but is particularly important for EB students. It gives EB students the opportunity to verbalize, think through, and reinforce what they are learning, in terms of both new subject matter and new English.

An SE from each of the five sections of the ELPS is provided in the following chart.

Examples of Cross-Curricular Second Language Acquisition Student Expectations, 19 TAC §74.4(c)

Learning Strategies	(1)(A) use prior knowledge and experiences to understand meanings in English
Listening	(2)(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions
Speaking	(3)(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired
Reading	(4)(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned
Writing	(5)(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary

Effective implementation of the ELPS in the context of grade-appropriate subject-area instruction supports the learning of both English and academic subject matter.

Proficiency Level Descriptors

The ELPS PLDs present the major characteristics of each language proficiency level—beginning, intermediate, advanced, and advanced high—for each language domain.

Listening

Beginning
Intermediate
Advanced
Advanced High

Speaking

Beginning
Intermediate
Advanced
Advanced High

Reading

Beginning
Intermediate
Advanced
Advanced High

Writing

Beginning
Intermediate
Advanced
Advanced High
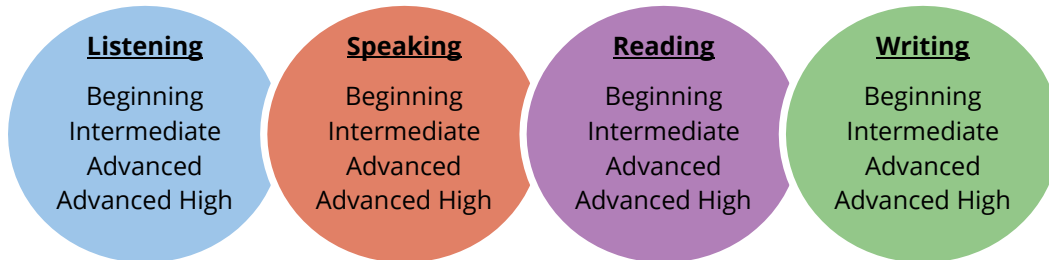
The PLDs define how well EB students at the four proficiency levels can understand and use English in grade-level academic settings. The descriptors show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help teachers tailor instruction to the linguistic needs of EB students.

For statewide consistency, the TELPAS PLDs can be found on the TELPAS Resources webpage in the format shown below.

Proficiency Level →

Summary Statement →

Descriptors

ELPS–TELPAS Proficiency Level Descriptors
Kindergarten Through Grade 12 Listening

Beginning	Intermediate	Advanced	Advanced High
Beginning EB students have little or no ability to understand spoken English used in academic and social settings.	Intermediate EB students have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.	Advanced EB students have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.	Advanced high EB students have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.
These students: • struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports (e.g., visuals, slower speech and other verbal cues, gestures) • struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for EB students • may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues	These students: • usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations (e.g., visuals, slower speech and other verbal cues, simplified language, gestures, pre-teaching to preview or build topic-related vocabulary) • often identify and distinguish key words and phrases necessary to understand the general meaning (gist) during social and basic instructional interactions that have not been intentionally modified for EB students • have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech	These students: • usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding • understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for EB students • occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear	These students: • understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with only occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used • understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions • rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear

While the PLDs are language-domain specific, the global definitions and key features of each of the four proficiency levels remain constant across language domains. Understanding the global definitions and features provides the foundation for learning the characteristics that are specific to each language domain.

Global Definitions of the Proficiency Levels	Key Features
Beginning Beginning students have little or no ability to understand and use English. They may know a little English but not enough to function meaningfully in social or academic settings.	little or no English ability
Intermediate Intermediate students have some ability to understand and use English. They can function in social and academic settings as long as the tasks require them to understand and use simple language structures and high-frequency vocabulary in routine contexts.	limited ability, simple language structures, high-frequency vocabulary, routine contexts
Advanced Advanced students are able to engage in grade-appropriate academic instruction in English, although ongoing second language acquisition support is needed to help them understand and use grade-appropriate language. These students function beyond the level of simple, routinely used English.	ability to engage in grade-appropriate academic instruction with second language acquisition support
Advanced High Advanced high students have attained the command of English that enables them, with minimal second language acquisition support, to engage in regular all-English academic instruction at their grade level.	ability to engage in grade-appropriate academic instruction with minimal second language acquisition support

There is one set of PLDs for listening in kindergarten through grade 12 and one set for speaking. There are two sets of PLDs for reading and two sets for writing to address different grade bands (kindergarten and grade 1 versus grades 2–12). The separate sets of kindergarten and grade 1 PLDs address emergent literacy.

Linguistic Accommodations

The PLDs play an important role in linguistically accommodated instruction. The PLDs describe the degree to which students at each of the four proficiency levels need linguistic supports and accommodations to engage meaningfully in grade-level instruction. The PLDs are thus a key resource for determining the kinds of linguistic accommodations to provide. As students progress from one proficiency level to the next, they gain more and more facility with English and need fewer and fewer linguistic accommodations.

Teachers who internalize the meaning of the PLDs understand what a student can currently comprehend and communicate in English as well as which communication skills are associated with the next proficiency level. This knowledge helps teachers adjust subject-area instruction to make it comprehensible in accordance with the student's current proficiency level. Teachers

can also better sequence and scaffold instruction to help the student acquire the English abilities of the next proficiency level. Using the PLDs as a formative assessment tool leads to linguistically accommodated instruction that helps students get from point A to point B in both subject-matter instruction and in learning English.

Fundamentals of Second Language Acquisition

Learning a second language is different from learning a first language. Individuals may begin learning a second language at any age and in a variety of different contexts (social, school, or work). Second languages are learned along a continuum that can be divided into stages or proficiency levels.

TELPAS reports progress from one proficiency level to the next rather than using passing scores because proceeding from little or no English to full English proficiency generally takes place over a number of school years. EB students in U.S. school systems are a diverse group of students. Some are born in the United States and are educated here from the beginning, while others are immigrants who may be in any grade when they arrive in the United States. EB students differ widely in their educational backgrounds, sociocultural experiences, and knowledge of English upon enrollment. These factors affect how long it takes for them to learn English.

It is difficult to learn and advance academically without the ability to fully understand the language of instruction. In bilingual education programs, students receive native language support as they learn English and grade-level academic skills. In ESL programs, students face the challenge of learning rigorous academic subject matter in English, a language they may struggle to understand.

Two Types of Second Language Acquisition

Two types of second language acquisition are important for success in school. Students must be able to understand and use the English of everyday social and routine classroom interactions as well as the English needed for accessing and negotiating learning, processing cognitively demanding information, and building conceptual understanding. Basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP) are terms introduced in the 1980s by researcher and professor Jim Cummins to describe these types of language proficiency.

BICS	everyday language needed for daily social and routine classroom interactions
CALP	language students need in order to think critically, understand and learn new concepts, cognitively process complex academic material, and interact and communicate in academic contexts

Cummins used an iceberg model to explain that BICS are often easy to observe (as is the part of the iceberg above the water), while CALP (the submerged part) has more depth, takes longer to acquire, and may require probing in order to be observed and evaluated.
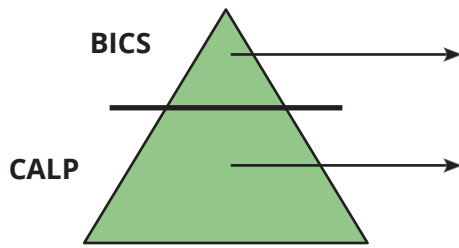
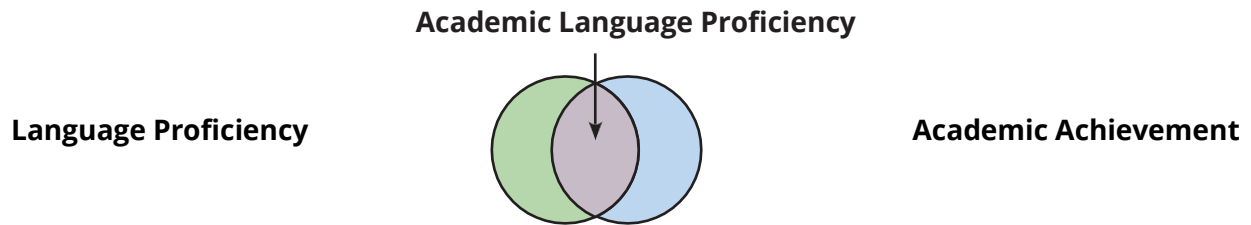The table below provides examples of BICS and CALP by language domain.

Domains	Examples of BICS	Examples of CALP
Listening and Speaking	highly routine classroom interactions; interacting informally with friends and classmates	participating in class discussions to build and demonstrate conceptual understanding; listening to presentations or educational multimedia; understanding language used in cognitively demanding explanations; presenting information to others
Reading and Writing Grades K–1	reading environmental print; making a short note (for students who have learned to read and write)	learning to read; listening to and interpreting stories read aloud; reading stories; learning to write; participating in shared writing activities; reading and writing to complete class assignments; writing stories
Reading and Writing Grades 2–12	reading a note from a friend; composing or reading casual letters, emails, and text messages; reading bulletin boards, announcements, blogs, and other basic environmental print; making to-do lists	reading a book or article to gain information; reading literature; writing an essay, explanation, or story; building conceptual knowledge through reading classroom materials

Academic Language Proficiency Versus Academic Achievement

Academic language proficiency is not the same as academic achievement, but it is an essential enabling component of academic achievement. EB students who have academic language proficiency understand the English that makes the learning of academic concepts and skills fully accessible. Academic language proficiency, therefore, provides the foundation for and access to

academic achievement. Language proficiency encompasses both social language proficiency (BICS) and academic language proficiency (CALP).

The graphic below helps show the relationship between language proficiency as a whole, academic achievement as a whole, and the overlapping section—academic language proficiency.

Academic Language Proficiency

Language Proficiency   **Academic Achievement**

Social Language Proficiency	Academic Language Proficiency	Academic Achievement
• language of social interaction • language acquisition often outside of school • tied to everyday life • grounded in language proficiency standards	• language of content-based instruction • language acquisition mainly within school • tied to school life • grounded in language proficiency standards	• concepts of subject-based instruction • conceptual development • tied to curriculum in specific subject areas • grounded in academic subject standards

Assessing the Reading Domain Versus Academic Reading Language Arts

TELPAS reading assessments differ from academic reading language arts assessments in two ways:

1. TELPAS reading tests measure more specifically the ability to read in mathematics, science, and social studies contexts.

2. TELPAS reading tests are designed around the stages of second language acquisition, while reading language arts (RLA) tests are designed around grade-level reading expectations. Non-EB students are assumed to have had the same amount of time to learn English and meet grade-level reading expectations. Because EB students may begin learning English at any age, assumptions cannot be made about how much English they can be expected to understand and read at a given grade level. The advanced high reading material on TELPAS includes texts similar to those encountered in grade-level instruction, because this is the stage at which students need minimal second language acquisition support to read grade-level material. The tests also, however, include reading material designed to assess the stages of second language acquisition that lead up to the advanced high level.

It is important to keep in mind that EB students who struggle to read grade-level English do not necessarily struggle to read in their native language.

Advanced High English Language Proficiency Versus High Academic Achievement

Note that high academic achievement is not mentioned in the definition of the advanced high level of English language proficiency. High academic achievement is not a prerequisite of English language proficiency. Advanced high EB students exhibit a range of academic achievement just as native English speakers do.

High academic achievement is the goal of all schooling and is demonstrated through subject-area assessments. Advanced high English language proficiency supports the ability of EB students to achieve academically but is not sufficient to guarantee it. An EB student with an advanced high level of English language proficiency who is not achieving academically needs interventions related to the subject matter taught, not second language acquisition.

Building Language Proficiency

The cone-shaped model below depicts the cumulative, spiraling, building nature of second language learning. The body of language skills associated with a given stage of proficiency is prerequisite to the broader range of skills at the next stage. The arrows indicate that language continues to develop beyond the advanced high level. This level is not intended to equal the English language proficiency of a student whose first language is English. Over time, advanced high EB students understand finer nuances of English meaning, use more natural phrasing, and learn low-frequency words, idioms, sayings, etc., that are typically familiar to individuals whose first language is English.

Advanced High

Advanced

Intermediate

Beginning
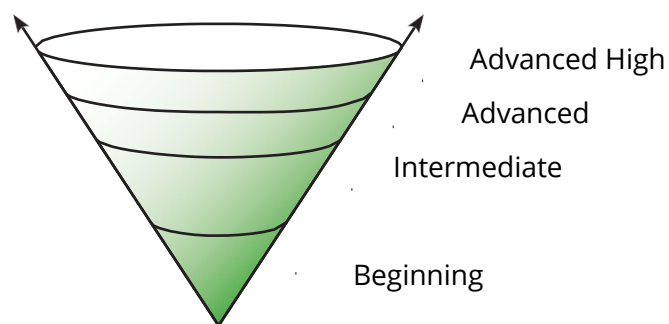
Individuals progress through the proficiency levels at different rates depending on factors such as age, language facility, and instructional variables. Such factors may cause some students to progress more quickly in certain domains than others. In addition, students may move through certain levels more quickly or slowly than other levels. Without appropriate instruction, for example, some learners may plateau at the intermediate or advanced level. These students need targeted linguistic support to attain the level of English they need to make the learning of academic concepts easier.

Each proficiency level encompasses a range of growth and has an early, middle, and late stage. Students in the late stages of a level demonstrate language that peaks into the next level.

Students in the early stages of a new level occasionally demonstrate language that spikes down to the previous level. Students progress to a new level when they perform most consistently at that level.

Training

All test administrators and other campus personnel participating in TELPAS administrations are required to receive training on test security and administration procedures.

Trainings for TELPAS are posted on the Learning Management System (LMS), which can be accessed via the Educators page of the Texas Assessment website. There are technology- and system-specific recorded trainings as well as modules focusing on TELPAS rater calibration and assembling and verifying. Trainings include:

- Managing Secure Materials for the Texas Assessment Program
- Technology Requirements for the Texas Assessment Program
- The Centralized Reporting System Overview
- TELPAS holistic rating training modules and practice activities

District and campus personnel who will administer TELPAS assessments should ensure that they have read not only this guide but also the applicable user guides and other resources listed in the table below to familiarize themselves with current testing guidelines and procedures.

Title	Audience
Test Information Distribution Engine (TIDE) User Guide	Testing Coordinators
Data Entry Interface (DEI) User Guide	Testing Coordinators and Classroom Teachers
Centralized Reporting System (CRS) User Guide	Testing Coordinators and Classroom Teachers

Additional training resources can be found on the TELPAS Resources webpage.

Test Results

Educators who have a roster association with students can access results for those students through the Centralized Reporting System (CRS). TELPAS score reports include the individual proficiency level ratings of students (beginning, intermediate, advanced, and advanced high) in each of the four language domains assessed (listening, speaking, reading, and writing). Composite proficiency ratings are also provided.

Composite proficiency ratings provide a single overall English language proficiency level derived from the proficiency ratings in the four language domains. The composite rating weights are 25 percent for each language domain.

Detailed information about TELPAS score reports is provided in CRS.

TELPAS report cards are reports that explain TELPAS results to parents. They are produced in English and Spanish and are available for teachers, students, and parents to access in the Texas Assessment portals.

Detailed information about TELPAS report cards is provided on the Texas Assessment website.

TELPAS results are used in the following ways:

- to help parents monitor the progress their children make in learning English
- to inform instructional planning and program exit decisions for individual students
- to report performance to local school boards, school professionals, and the community
- to evaluate programs, resources, and staffing patterns
- to evaluate districts and campuses in a variety of state and federal accountability measures

Appendix A

Additional Listening Information

Listening

English language proficiency in listening is defined for TELPAS as the ability to understand spoken language, comprehend and extract information, and follow social and instructional discourse. EB students who are English proficient in the domain of listening understand spoken English well enough to participate meaningfully and with minimal second language acquisition support in grade-level academic instruction.

Performance-Based Listening Activities for Kindergarten through Grade 12

The following types of performance-based activities are recommended as ways to develop and gather information about the listening proficiency of students. This list of activities is not exhaustive.

- reacting to oral presentations
- responding to text read aloud
- following directions
- cooperative group work
- informal interactions with peers
- large-group and small-group instructional interactions
- one-on-one interviews
- individual student conferences

Instruction and Assessment for Kindergarten and Grade 1

The following examples show the direct alignment between TELPAS and the ELPS. The first two examples include a link to a video clip of a student applying listening skills during an activity from the Performance-Based Listening Activities list. These types of activities help teachers stay attuned to students' listening proficiency in ongoing instruction and for the spring TELPAS administration.

Listening Example 1: Following Directions, Grade 1

CLICK HERE to see a teacher asking a student at the intermediate level of English language listening proficiency to use manipulatives to create a pattern. In the clip, the teacher observes the student's responses and linguistically accommodates her instruction by modeling, using simple language, and repeating key vocabulary. When the student appears to misunderstand the teacher's request that he describe the pattern he has created, she provides repeated cues to clarify her message based on the EB student's proficiency level.

Benefit to Teaching and Learning

One-on-one interactions enable teachers to monitor the listening comprehension of EB students for both formative and summative assessment purposes. For students at lower proficiency levels, modeling, visuals, gestures, and accommodated speech can be used to tailor the listening task to the proficiency levels of the students to keep them engaged and monitor their growth over time. These kinds of interactions help EB students develop not only listening comprehension skills in English but speaking skills as well.

ELPS-TELPAS Alignment

The ELPS SEs and PLDs addressed in Listening Example 1 are shown below.

ELPS-TELPAS ALIGNMENT	
Student Expectations **19 TAC §74.4(c)(2)**	**Proficiency Level Descriptors** **19 TAC §74.4(d)(1)**
The student is expected to: **(A)** distinguish sounds and intonation patterns of English with increasing ease **(B)** recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters **(C)** learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions **(D)** monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed **(E)** use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language **(G)** understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar **(I)** demonstrate listening comprehension of increasingly complex spoken English by following directions and responding to questions and requests commensurate with content and grade-level needs	**(B)** Intermediate EB students have the ability to understand simple, high-frequency spoken English used in routine academic and social settings. These students: **(i)** usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations such as visuals, slower speech and other verbal cues, simplified language, gestures, and preteaching to preview or build topic-related vocabulary

Listening Example 2: Large-Group Instructional Interaction, Grade 1

[CLICK HERE](#) to see a teacher ask a student at the advanced high level of listening proficiency to identify a particular feature in the morning message. In this clip, the teacher does not modify or accommodate her speech, although she does repeat her instructions. The student appears to understand the teacher's instructions to locate a lowercase "w" in the morning message. He confirms his understanding by looking at the alphabet poster and asking a clarifying question.

Benefit to Teaching and Learning

By asking the EB student to follow a minimally accommodated set of instructions in a large-group setting, the teacher can monitor the EB student's level of listening comprehension of academic language as well as his or her understanding of subject-area material. In doing so, the teacher addresses the EB student's subject-area and language needs simultaneously. It is important for teachers to consciously build the academic language proficiency of EB students at higher English language proficiency levels while monitoring the extent to which they may still need some linguistic accommodation and scaffolding. This helps the EB students meet grade-level learning expectations across the curriculum.

ELPS-TELPAS Alignment

The ELPS SEs and PLDs addressed in Listening Example 2 are shown below.

ELPS-TELPAS ALIGNMENT	
Student Expectations **19 TAC §74.4(c)(2)**	**Proficiency Level Descriptors** **19 TAC §74.4(d)(1)**
The student is expected to: **(A)** distinguish sounds and intonation patterns of English with increasing ease **(B)** recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters **(C)** learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions **(D)** monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed **(E)** use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language **(G)** understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar **(I)** demonstrate listening comprehension of increasingly complex spoken English by following directions and responding to questions and requests commensurate with content and grade-level needs	**(D)** Advanced high EB students have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students: **(i)** understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used **(ii)** understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions **(iii)** rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear

Some SEs and PLDs may be abbreviated.

Listening Example 3: Rating a Student's English Language Proficiency, Grade 1

Example 3 includes teacher observations of a student's listening proficiency and several video clips of the student. The clips are provided to illustrate how teachers use the PLDs and holistically rate the proficiency of their kindergarten and grade 1 EB students. A link to the student's proficiency level rating, including the key features of the PLDs exhibited, is also provided.

During academic interactions, Min Hee sometimes seems to understand the discussions because she nods her head and smiles and doesn't ask me for clarification. I have to ask probing questions to get a sense of whether she truly comprehends. A similar experience happened yesterday when I conferenced with her about her journal writing, as shown in **video clip 1**.

On the playground, I observe Min Hee struggling to interact with her English-speaking friends. Her friends have to use gestures and simple language to help Min Hee participate in games. I also notice that when I talk to her about a familiar topic, such as her family, I have to speak slowly and use other linguistic supports in order for her to understand at least some of the conversation. Last week I asked her about her family's vacation plans, as shown in **video clip 2**.

During science, Min Hee has difficulty understanding verbal directions for group activities. She frequently watches other students for cues or asks for clarification from classmates that speak her native language. Min Hee also struggles to understand whole-class mathematics instruction. Even when a classroom volunteer or I interact with her individually and provide substantial second language acquisition support, she is often unable to understand key words and concepts that I'm teaching, as shown in **video clip 3**.

CLICK HERE to see Min Hee's listening proficiency level rating.

Reminder: Teachers do not use video recordings during the actual administration of TELPAS. They use the knowledge of the student's English language proficiency level obtained through daily classroom observations and interactions. Video clips are used during TELPAS rater training to calibrate teachers to use the PLDs consistently and accurately for the spring assessment.

Annotations for Grades 2–12

Annotations are provided to describe the alignment of each listening question type with the ELPS SEs, to identify the targeted proficiency levels of each listening question, and to explain possible point values of each question type. Listening questions are worth one point each unless otherwise noted.

Listening Question Type: Listen to a Description to Identify an Object

Reporting Category	1 – Demonstrate an understanding of spoken words and language structures necessary for constructing meaning in English
SE*	(C) Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions
Description	This question type requires the EB student to listen to a prompt and identify an object within an image or set of images by clicking on a hotspot.
Point Values	Students will earn one point for a correct response to a question of this type.
Targeted Proficiency Levels	Beginning, Intermediate

* ELPS SE

Listening Question Type: Follow Spoken Directions to Find a Location

Reporting Category	2 – Demonstrate a basic understanding of spoken English used in a variety of contexts
SE	(I) Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs
Description	This question type requires the EB student to listen to directions and identify the location on a map that corresponds to those directions by clicking on a hotspot.
Point Values	Students will earn one point for a correct response to a question of this type.
Targeted Proficiency Levels	Beginning, Intermediate

Listening Question Type: Match Images with Recorded Descriptions

Reporting Category	2 – Demonstrate a basic understanding of spoken English used in a variety of contexts

SE	(I) Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs
Description	These question types require the EB student to listen to prompts and match prompts with corresponding images. Depending on the question type, the student may select from one of four prompts or images as answer choices, or the student may drag images into place next to each image's corresponding prompt.
Point Values	Point values for this question type vary from one to four points for questions using the drag-and-drop matching functionality. A student will receive a point for each image correctly matched with its corresponding prompt.
Targeted Proficiency Levels	Beginning, Intermediate

Listening Question Type: Sequence Images Based on a Recorded Stimulus

Reporting Category	2 – Demonstrate a basic understanding of spoken English used in a variety of contexts
SE	(G) Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar
Description	This question type requires the EB student to listen to a stimulus and put a series of images in order based on the stimulus by dragging images into their corresponding positions.
Point Values	Point values for this question type range from one to three points if images in the sequence are placed in the correct order.
Targeted Proficiency Levels	Beginning, Intermediate

Listening Question Type: Identify the Meaning of a Word or Phrase in a Recorded Stimulus

Reporting Category	1 – Demonstrate an understanding of spoken words and language structures necessary for constructing meaning in English
SE	(E) Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language
Description	This question type requires the EB student to listen to a segment of a recorded passage and identify the meaning of an unknown word from that segment. The student selects a response from four answer choices.
Point Values	Students will earn one point for a correct response to a question of this type.
Targeted Proficiency Levels	Advanced, Advanced High

Listening Question Type: Understand Main Ideas and Important Details in a Recorded Stimulus

Reporting Category	2 – Demonstrate a basic understanding of spoken English used in a variety of contexts
SE	(G) Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar
Description	This question type requires the EB student to listen to a segment of a recorded passage and identify a main idea or important detail from that segment. For example, the student may be asked to identify a summary, main problem/conflict, chronology of events, or setting, among other tasks. The student selects a response from four answer choices.
Point Values	Students will earn one point for a correct response to a question of this type.
Targeted Proficiency Levels	Advanced, Advanced High

Listening Question Type: Analyze and Draw Conclusions from a Recorded Stimulus

Reporting Category	3 – Demonstrate an ability to analyze and evaluate information and ideas presented in spoken English in a variety of contexts
SE	(H) Understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations
Description	This question type requires the EB student to listen to a segment of a recorded passage and analyze or evaluate that segment. For example, the student may be asked to identify the cause or effect of an event; identify a character's feelings or traits; or draw a conclusion or inference, among other tasks. The student selects a response from four answer choices.
Point Values	Students will earn one point for a correct response to a question of this type.
Targeted Proficiency Levels	Advanced, Advanced High

Appendix B

Additional Speaking
 Information

Speaking

English language proficiency in speaking is defined for TELPAS as the ability to use spoken English appropriately and effectively in learning activities and social interactions. This definition relates specifically to the communication skills that an EB student needs to use English as an effective medium for academic instruction.

Performance-Based Speaking Activities for Kindergarten through Grade 12

The following types of performance-based activities are recommended as ways to develop and gather information about the speaking proficiency of EB students. This list of activities is not exhaustive.

- cooperative group work
- oral presentation
- informal interactions with peers
- large-group and small-group instructional interactions
- one-on-one interviews
- classroom discussions
- articulation of problem-solving strategies
- individual student conferences

Instruction and Assessment for Kindergarten and Grade 1

The following examples show the direct alignment between TELPAS and the ELPS. The first two examples include links to video clips of a student engaged in an activity from the Grades K–1 Performance-Based Speaking Activities list. These types of activities help teachers stay attuned to students' speaking proficiency in ongoing instruction and for the spring TELPAS administration.

Speaking Example 1: Classroom Discussion, Kindergarten

CLICK HERE to see an EB student at the advanced level of speaking proficiency participate in a group discussion about a book the class has been reading. The clip starts as the teacher asks the student to explain why one of the characters from the book feels a certain way.

Benefit to Teaching and Learning

Classroom discussions give EB students the opportunity to practice and internalize new vocabulary and language structures in ways that help them progress from one proficiency level to the next in a nonthreatening, engaging group setting. For example, even though this EB student is at the advanced level of speaking proficiency, she benefits from hearing some key vocabulary supplied by a classmate and from the opportunity to use that language to elaborate on her response. Such activities also help teachers monitor EB students' current proficiency levels and better understand how to tailor and keep subject-matter instruction comprehensible and accessible as EB students progress.

ELPS-TELPAS Alignment

The ELPS SEs and PLDs addressed in Speaking Example 1 are shown in the chart below.

ELPS-TELPAS ALIGNMENT	
Student Expectations **19 TAC §74.4(c)(3)**	**Proficiency Level Descriptors** **19 TAC §74.4(d)(2)**
The student is expected to:	**(B)** Advanced EB students have the ability to speak using grade-appropriate English, with second-language acquisition support, in academic and social settings. These students:
(A) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible	**(i)** are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning
(B) expand and internalize initial English vocabulary by learning and using high-frequency English words and using routine language needed for classroom communication	**(ii)** discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics
(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	**(iii)** have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features
(D) speak using grade-level content area vocabulary in context	
(E) share information in cooperative learning interactions	**(iv)** make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions
(F) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	**(v)** may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with EB students
(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	
(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	
(I) adapt spoken language appropriately for formal and informal purposes	
(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media	

Some SEs and PLDs may be abbreviated.

Speaking Example 2: One-on-One Interview, Grade 1

CLICK HERE to see an EB student at the advanced high level of speaking proficiency describe a fishing trip. In this clip, the student narrates in some detail about the event, including what his dad and brother did.

Benefit to Teaching and Learning

One-on-one interactions give teachers the opportunity to monitor and assess the EB student's subject-area English language proficiency level in social and academic contexts. In these interactions, EB students can practice using and internalizing new vocabulary and language structures, while teachers can model and reinforce correct use of English. For example, in this clip the teacher offers a vocabulary correction, while also prompting the student to continue his narrative. Engaging students in conversations calling for everyday English helps teachers understand EB students' language needs related to the basic English that non-EB student grade-level peers already know. It also helps teachers ensure EB students' foundational basic language proficiency.

ELPS-TELPAS Alignment

The ELPS SEs and PLDs addressed in Speaking Example 2 are shown in the chart below.

ELPS-TELPAS ALIGNMENT	
Student Expectations **19 TAC §74.4(c)(3)**	**Proficiency Level Descriptors** **19 TAC §74.4(d)(2)**
The student is expected to: **(A)** practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible **(B)** expand and internalize initial English vocabulary by learning and using high-frequency English words and using routine language needed for classroom communication **(C)** speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired **(E)** share information in cooperative learning interactions **(F)** give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments **(G)** express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics **(H)** narrate, describe, and explain with increasing specificity and detail as more English is acquired **(I)** adapt spoken language appropriately for formal and informal purposes	**(D)** Advanced high EB students have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings. These students: **(i)** are able to participate in extended discussion on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses **(ii)** communicate effectively using abstract and content-based vocabulary during classroom and instructions tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers **(iii)** can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers **(iv)** make few second language acquisition errors that interfere with overall communication **(v)** may mispronounce words, but rarely use pronunciation that interferes with overall communication

Some SEs and PLDs may be abbreviated.

Speaking Example 3: Rating a Student's English Language Proficiency, Grade 1

Example 3 includes teacher observations of a student's speaking proficiency and several video clips of the student. The clips are provided to illustrate how teachers use the PLDs and holistically rate the speaking proficiency of their kindergarten and grade 1 EB students. A link to the student's proficiency level rating, including the key features of the PLDs exhibited, is also provided.

> Joaquim is able to verbally express simple, original messages in English. However, he makes some pronunciation errors, and his speech is characterized by frequent and sometimes long pauses. He spoke in simple sentences and made some second language acquisition errors when he described a picture of a truck, as shown in **video clip 1**.
>
> Earlier this week students talked about what they did for spring break. Joaquim told me about his experience at Sea World with his family. He demonstrated the ability to use concrete, high-frequency vocabulary, with pauses, to speak simply about the experience, as shown in **video clip 2**.
>
> In a small-group science discussion, Joaquim expressed himself using basic academic vocabulary in short phrases to explain when birds sleep and then to talk about birds in Brazil. Joaquim's pronunciation of English sometimes affected his ability to communicate effectively, as shown in **video clip 3**.
>
> During a health lesson on safety, Joaquim explained some features of the drawing he was making. Even though he is familiar with auto racing, he had difficulty speaking in detail about his picture. Joaquim communicated using basic vocabulary and made second language acquisition errors when he tried to use less familiar words and grammar, as shown in **video clip 4**.
>
> Last week a group of students talked together at the end of the day while they waited for the bus. Joaquim joined in their conversation about things they like to do after school. Joaquim talked about skateboarding, as shown in **video clip 5**.
>
> **CLICK HERE** to see Joaquim's speaking proficiency level rating.

Annotations for Grades 2–12

Annotations for speaking questions will indicate the amount of time allotted for a student to record a response and the maximum point value a response can earn based on the speech characteristics (e.g., pronunciation, vocabulary, grammar) of that particular response.

Speaking Question Type: Formulate and Ask a Question

Reporting Category	1 – Demonstrate an ability to use spoken English to provide and summarize information in a variety of academic and social situations
SE	(F) Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments
Description	This question type requires the EB student to formulate a question about a given image, using an accompanying prompt.
Point Values	A student has 45 seconds to record a response, and the response may earn a maximum of two points for this question type.

Speaking Question Type: Explain a Response or Reaction to a Situation

Reporting Category	1 – Demonstrate an ability to use spoken English to provide and summarize information in a variety of academic and social situations
SE	(F) Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments
Description	This question type requires the EB student to explain or tell a personal reaction or response, given a situation or scenario.
Point Values	A student has 45 seconds to record a response, and the response may earn a maximum of two points for this question type.

Speaking Question Type: Describe a Picture

Reporting Category	1 – Demonstrate an ability to use spoken English to provide and summarize information in a variety of academic and social situations
SE	(H) Narrate, describe, and explain with increasing specificity and detail as more English is acquired
Description	This question type requires the EB student to describe a picture. In the description, the student is asked to include a minimum of three pieces of information about the picture.
Point Values	A student has 45 seconds to record a response, and the response may earn a maximum of two points for this question type.

Speaking Question Type: Talk About a Future Event

Reporting Category	1 – Demonstrate an ability to use spoken English to provide and summarize information in a variety of academic and social situations
SE	(H) Narrate, describe, and explain with increasing specificity and detail as more English is acquired

Description	This question type requires the EB student to make a prediction about a future event related to an image, given the image and an accompanying prompt.
Point Values	A student has 45 seconds to record a response, and the response may earn a maximum of two points for this question type.

Speaking Question Type: Give Directions

Reporting Category	1 – Demonstrate an ability to use spoken English to provide and summarize information in a variety of academic and social situations
SE	(H) Narrate, describe, and explain with increasing specificity and detail as more English is acquired
Description	This question type requires the EB student to give directions from a starting point to an ending point, given a map and an accompanying prompt.
Point Values	A student has 45 seconds to record a response, and the response may earn a maximum of two points for this question type.

Speaking Question Type: Explain a Process

Reporting Category	1 – Demonstrate an ability to use spoken English to provide and summarize information in a variety of academic and social situations
SE	(H) Narrate, describe, and explain with increasing specificity and detail as more English is acquired
Description	This question type requires the EB student to explain the steps needed to carry out and complete a process or product. In this question type, the EB student is given an image of the completed process and images of the interim steps, as well as an accompanying prompt.
Point Values	A student has 90 seconds to record a response, and the response may earn a maximum of four points for this question type.

Speaking Question Type: Tell a Story Based on Picture Cues

Reporting Category	1 – Demonstrate an ability to use spoken English to provide and summarize information in a variety of academic and social situations
SE	(H) Narrate, describe, and explain with increasing specificity and detail as more English is acquired
Description	This question type requires the EB student to narrate a story, given a series of four sequenced images.
Point Values	A student has 90 seconds to record a response, and the response may earn a maximum of four points for this question type.

Speaking Question Type: Explain or Summarize a Recorded Stimulus

Reporting Category	1 – Demonstrate an ability to use spoken English to provide and summarize information in a variety of academic and social situations

SE	(H) Narrate, describe, and explain with increasing specificity and detail as more English is acquired
Description	This question type requires the EB student to respond to a prompt about a listening passage. Prompts will vary. For example, the student may be asked to retell a story; explain problems, conflicts, and/or solutions; or summarize main ideas and facts, among other tasks.
Point Values	A student has 90 seconds to record a response, and the response may earn a maximum of four points for this question type.

Speaking Question Type: Analyze or Express Opinions About a Recorded Stimulus

Reporting Category	2 – Demonstrate an ability to use spoken English to share opinions and analyze information in a variety of academic and social situations
SE	(J) Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment
Description	This question type requires the EB student to respond to a prompt about a listening passage. Prompts will vary. For example, the student may be asked to describe a character's traits, feelings, or motives; synthesize information from the passage; explain a personal connection with or express an opinion about the passage; or draw and defend conclusions about the passage, among other tasks.
Point Values	A student has 90 seconds to record a response, and the response may earn a maximum of four points for this question type.

Speaking Question Type: Compare and Contrast Images

Reporting Category	2 – Demonstrate an ability to use spoken English to share opinions and analyze information in a variety of academic and social situations
SE	(J) Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment
Description	This question type requires the EB student to compare and contrast two images. In the response, the student is asked to include a minimum of two similarities and two differences between the images.
Point Values	A student has 90 seconds to record a response, and the response may earn a maximum of four points for this question type.

Speaking Question Type: Respond to Open-Ended Questions

Reporting Category	2 – Demonstrate an ability to use spoken English to share opinions and analyze information in a variety of academic and social situations
SE	(G) Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics

Description	This question type requires the EB student to respond to an open-ended prompt. Prompts will vary. For example, the student may be asked to recount past experiences; give advice or make recommendations; express and explain likes and dislikes; discuss future or hypothetical events; or describe individuals or events, among other tasks.
Point Values	A student has 90 seconds to record a response, and the response may earn a maximum of four points for this question type.

Appendix C

Additional Reading Information

Reading

English language proficiency in reading is defined for TELPAS as the ability to comprehend and interpret written text at the grade-appropriate level.

Students in kindergarten and grade 1 (EB students and non-EB students) vary in how quickly they learn to decode written text. EB students in kindergarten and grade 1 may be at different developmental stages of emerging literacy regardless of their stage of second language acquisition. As is customary in kindergarten and grade 1 instruction, students build foundational reading skills through texts read aloud as well as through activities that support their emerging ability to read written texts. Throughout the year, teachers monitor and develop the reading proficiency levels of their kindergarten and grade 1 EB students during ongoing classroom instruction as they incorporate the ELPS and subject-area TEKS in daily instruction.

For students in grades 2–12, the definition of reading proficiency is not tied specifically to the language arts discipline but more broadly to the ability to read texts typically encountered during all grade-level instruction.

Performance-Based Reading Activities for Kindergarten and Grade 1

The following types of performance-based activities are recommended as ways to develop and gather information about the reading proficiency of EB students. This list of activities is not exhaustive.

- paired reading
- sing-alongs and read-alongs, including chants and poems
- shared reading with big books, charts, overhead transparencies, and other displays
- guided reading with leveled readers
- reading subject-area texts and related materials
- independent reading
- cooperative group work
- reading-response journals

Instruction and Assessment for Kindergarten and Grade 1

The following examples show the direct alignment between TELPAS and the ELPS. The first two examples include links to video clips of a student engaged in an activity from the Performance-Based Reading Activities list. These types of activities help teachers stay attuned to students' English language reading proficiency in ongoing instruction and for the spring TELPAS administration.

Reading Example 1: Shared Reading with Big Books, Grade 1

 CLICK HERE to see a teacher who has just finished reading a story aloud. The story was about a gift that a young girl made for a family member by gathering her favorite things and putting them in a basket. The storyline was neither highly familiar nor predictable, but the book does have illustrations to support understanding. In the clip, the teacher linguistically accommodates her instruction by tailoring questions about the story to the English language proficiency level of an intermediate EB student.

Benefit to Teaching and Learning

Shared reading activities enable teachers to monitor the reading comprehension of EB students for both formative and summative assessment purposes. For students at lower proficiency levels, story visuals can be used to enhance comprehension, and teachers can tailor questions to the proficiency levels of the students to keep them engaged in the activity and monitor their growth over time. These kinds of activities help EB students develop not only reading comprehension skills in English but listening and speaking skills as well.

ELPS-TELPAS Alignment

In this activity, the teacher addresses several ELPS SEs and gathers information aligned to PLDs that describe how well students comprehend stories read aloud in English.

ELPS-TELPAS ALIGNMENT	
Student Expectations **19 TAC §74.4(c)(4)**	**Proficiency Level Descriptors** **19 TAC §74.4(d)(3)**

The student is expected to:
 	
(F) use visual and contextual support and support from teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary and grasp of language structures to comprehend increasingly challenging language
 	
(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material and responding to questions commensurate with content area and grade level needs
 	
(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources commensurate with content area needs
	(B) Intermediate EB students have a limited ability to use the English language to build foundational reading skills. These students:
	
	  (i) demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include
	
	   (I) predictable story lines
	
	   (II) highly familiar topics
	
	   (III) primarily high-frequency, concrete vocabulary
	
	   (IV) short, simple sentences
	
	   (V) visual and linguistic supports

Some SEs and PLDs may be abbreviated.

Reading Example 2: Reading-Response Journal, Grade 1

> 📽 [**CLICK HERE**](#) to see a student at the advanced level of English language reading proficiency using what she wrote in her journal to retell *The Very Hungry Caterpillar*. The story features a predictable storyline and concrete vocabulary that can be supported through illustrations. This student can decode written text.

Benefit to Teaching and Learning

Students use reading-response journals to communicate their thoughts about books they have read. The responses provide a means for monitoring their developing reading ability. Students not yet at the developmental stage of decoding written text can respond to stories read aloud by drawing pictures to show understanding. The interactions between the teacher and student also give the student opportunities to practice and internalize new English vocabulary and language structures that are necessary prerequisites for developing grade-level reading skills in English.

ELPS-TELPAS Alignment

The ELPS SEs and PLDs addressed in Reading Example 2 are shown in the chart below.

ELPS-TELPAS ALIGNMENT	
Student Expectations **19 TAC §74.4(c)(4)**	**Proficiency Level Descriptors** **19 TAC §74.4(d)(3)**
The student is expected to:	**(C)** Advanced EB students have the ability to use the English language, with second language acquisition support, to build foundational reading skills. These students:
(A) learn relationships between sounds and letters of the English language and decode (sound out) words	**(i)** demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning
(B) recognize directionality of English reading such as left to right and top to bottom	
(C) comprehend English vocabulary and language structures used routinely in written classroom materials	**(iii)** with second language acquisition support, are able to decode most grade-appropriate English text because they
(F) use visual and contextual support and support from teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary and grasp of language structures to comprehend increasingly challenging language	**(I)** understand the meaning of most grade-appropriate English words
	(II) have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English
(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material and responding to questions commensurate with content area and grade level needs	
(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources commensurate with content area needs	

Some SEs and PLDs may be abbreviated.

Reading Example 3: Rating a Student's English Language Proficiency, Grade 1

Example 3 includes teacher observations of a student's reading proficiency and several video clips of the student. The clips are provided to illustrate how teachers use the PLDs to holistically rate the reading proficiency of their kindergarten and grade 1 EB students. A link to the student's proficiency level rating, including the key features of the PLDs exhibited, is also provided.

> Seung enjoys listening to me read books aloud to the class. Without relying on visuals much, he's able to retell the main events and answer comprehension questions.
>
> Seung needs little second language acquisition support when he reads books in his reading group. Recently, we read a book about an owl. He successfully read without assistance, as shown in **video clip 1**.
>
> Later during that reading group, Seung showed he understood the story by answering comprehension questions correctly, as shown in **video clip 2**.
>
> Seung is able to decode words in books and on the word wall at a level similar to his native English-speaking classmates. Last week, he successfully read from a grade-level book, as shown in **video clip 3**.
>
> **CLICK HERE** to see Seung's reading proficiency level rating.

Annotations for Grades 2–12

Annotations are provided to describe the question types and alignment of the test with the ELPS SEs and PLDs. The samples are not formatted as they appear in the online tests.

Annotated Test Samples

TELPAS reading sample test questions and reading passages are shown on the following pages. The four proficiency levels are represented as well as the six grade clusters. Annotations are provided to describe the question types and alignment of the test with the ELPS SEs and PLDs. The samples are not formatted as they appear in the online tests. Refer to the next section for information about how to access the samples in the online format.

Word Identification Questions, Grades 8–9, Beginning

These are _____.

- ○ trees
- ○ birds
- ○ cars
- ● clouds

Reporting Category	1 – Understand words and language structures necessary for constructing meaning in English
SE*	(C) Develop basic sight vocabulary
Description	This question type requires the EB student to fill in the blank in a short sentence with the English word pictured. Words assessed are among the earliest learned by students new to the English language. This question type assesses the early stages of the beginning level and is developed for all grades.
PLDs**	(A) (i) Beginning EB students read and understand the very limited recently practiced, memorized, or highly familiar English they have learned, such as high-frequency words and concrete words that can be represented by pictures.

* ELPS SE

** ELPS PLDs

Cloze Questions Assessing Everyday and Routine Academic Language, Grades 10–12, Intermediate

Rosario wants to make a sandwich. First she puts two _____ of bread on a plate.

○ meats

○ hands

○ cheese

● slices

Reporting Category	1 – Understand words and language structures necessary for constructing meaning in English
SE	(C) Comprehend English vocabulary and language structures used routinely in written classroom materials
Description	This question type has a cloze (fill-in-the-blank) format with one or two sentences. Strong picture support is provided, and high-frequency English, short sentences, and simple language structures are used. This type of question is developed at all grades to assess the beginning and intermediate levels.
PLDs	(B) (i), (iii), (iv) Intermediate EB students read and understand vocabulary on a somewhat wider range of topics, including everyday oral language and routine academic language. They have a growing understanding of basic language structures, understand short, connected sentences, and depend on visual support to sustain comprehension.

Responding to Questions about Pictures, Grades 4–5, Beginning
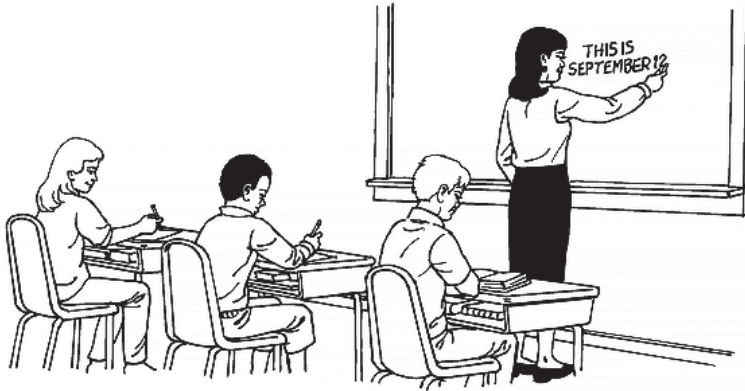
What is the teacher doing?

- ○ The teacher has chalk.
- ○ There are three students.
- ○ The students are working
- ● The teacher is writing.

Reporting Category	2 – Demonstrate basic understanding of a variety of texts
SE	(G) Demonstrate comprehension of increasingly complex English by responding to questions
Description	This question type requires the EB student to answer a basic question about a picture. Short sentences featuring simple language structures and high-frequency words are used. These questions measure comprehension of the kinds of questions that students at the assessed proficiency level can read and understand. The question type is developed for the intermediate level at grade 2 and the beginning level at other grades.
PLDs	(A) (i), (iii), (iv), (v) Beginning EB students read and understand some very high-frequency words and some sentences in highly routine contexts or recently practiced, highly familiar text. They have a very limited sense of English language structures and are highly dependent on visuals to derive meaning from text in English.

Subject-Area Cloze Questions—Science, Grades 8–9, Advanced High

Wendy was riding in a car. The driver stopped the car suddenly, and Wendy jerked forward until she was caught by her seat belt. Wendy realized that this was an example of Newton's first law of motion. After the car stopped _____, Wendy continued moving forward because of inertia.

○ specifically

○ positively

○ narrowly

● abruptly

Reporting Category	1 – Understand words and language structures necessary for constructing meaning in English
SE	(F) Use contextual support to read grade-appropriate content area text and develop grasp of language structures to comprehend increasingly challenging language.
Description	This cloze format requires the EB student to read content-based English text consisting of several sentences. Mathematics and science contexts are most often used. The student is not expected to perform or have mastered a content-based skill. The student uses academic English vocabulary and language structures to select the word that best fits the context. This question type is primarily developed for the advanced and advanced high levels.
PLDs	(D) (i), (iii) Advanced high EB students are able to read and understand vocabulary at a level nearly comparable to their native English-speaking peers, and they are able to use their familiarity with English language structures to construct meaning of grade-appropriate text.

Narrative Selection, Grade 3, Intermediate

Intermediate level students can read short reading passages that feature simple sentences and highly familiar English, but they are dependent on visual cues and story predictability to sustain comprehension. As compared to beginners, intermediate students are able to read and understand English vocabulary on a wider range of topics and with increased depth. The topic of this passage is familiar. The illustration supports one of the story's main events. Narrative passages with appropriate linguistic supports are developed to assess all proficiency levels.

A Day with Dad

1 Joe's dad works on Saturdays. He is a bus driver.

2 One day Dad says, "Would you like to come to work with me on Saturday?"

3 "Yes!" Joe says happily as he jumps up and down.

4 On Saturday Joe and Dad go to the bus station. Joe finds a seat on the bus and sits down. All day Dad drives back and forth across the city. He drives to the park, to the mall, and to the library.

5 Joe's dad smiles and says hello to everyone who gets on the bus. At one stop a woman with a cane gets on the bus. Joe's dad waits until the woman sits down. Then he drives on.

6 At the end of the day, Joe's dad <u>returns</u> the bus to the station. Then they go home. It has been a long day, but Joe was happy to see how his dad helps people.

Where do Joe and his dad get on the bus?

- ○ At the library
- ○ At the park
- ○ At the mall
- ● At the station

What is this story mostly about?

- ○ Joe helps a woman get on the bus.
- ● Joe goes to work with his dad.
- ○ Joe plays with his dad on Saturday.
- ○ Joe learns how to drive a bus.

Reporting Category	2 – Basic understanding of a variety of texts
SE	(I) Employ basic reading skills to understand supporting details and to distinguish main ideas from details commensurate with content area needs
Description	The first question measures the ability to understand a supporting detail of the story. The second question measures the ability to distinguish the main idea of the story from details. The questions use everyday language that intermediate students can understand.
PLDs	(B) (vi) Intermediate EB students are able to apply basic comprehension skills when reading texts that are linguistically accommodated and/or simplified for this proficiency level.

You can tell from this story that Joe's dad is —

- ○ lazy
- ○ brave
- ○ funny
- ● kind

Reporting Category	3 – Analyze and evaluate information and ideas in a variety of texts
SE	(J) Employ inferential skills such as drawing inferences from text
Description	This question measures the student's ability to analyze the story to determine that the character of Joe's dad is best described as kind.
PLDs	(B) (vi) Intermediate EB students are able to apply some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this proficiency level.

Informational Selection, Grade 2, Advanced

> Informational texts are mainly written for the advanced and advanced high proficiency levels. This text is science-related. At the advanced level, EB students demonstrate the ability to read about unfamiliar topics at a grade-appropriate level when suitable linguistic supports are included.

Lemurs
by Walter Harwood

1 Lemurs are interesting animals. They come from only one place in the world. That place is Madagascar, a big island next to Africa.

2 Lemurs can be different sizes. The smallest lemur is the size of a mouse. The largest lemur is about the size of a large house cat.

3 Most lemurs live in trees. Their hands and feet help them grab tree branches. Lemurs have long, strong toes on their feet and thumbs on their hands. Most lemurs also have a long, furry tail. Their tail helps them <u>balance</u> so they do not fall off tree branches. Lemurs jump from tree to tree looking for food. They eat mostly flowers, leaves, and fruit.

© Ken Schafer/CORBIS

4 Some mother lemurs carry their babies in their mouth when they are very small. Most lemur babies ride on their mother's back when they are old enough to <u>cling</u> to her fur with their hands.

Some lemurs can be the size of a —

○ butterfly

◉ house cat

○ pig

○ giraffe

Reporting Category	2 – Basic understanding of a variety of texts
SE	(I) Employ basic reading skills to understand supporting details commensurate with content area needs
Description	This question measures the ability to read and understand important details in a content-based text.
PLDs	(C) (iv) Advanced EB students are able to apply basic comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

In paragraph 3, which words best help the reader understand what <u>balance</u> means?

- ○ *live in trees*
- ○ *looking for food*
- ○ *jump from tree to tree*
- ● *so they do not fall*

Reporting Category	1 – Understand words and language structures necessary for constructing meaning in English
SE	(F) Use contextual support to read grade-appropriate content area text
Description	In this question, the EB student uses the textual cue "so they do not fall" as context for understanding the meaning of the English word "balance." Textual cues are written to be comprehensible to students at the targeted proficiency level. Visual and textual cues help EB students broaden their bank of English vocabulary and confirm the meaning of words they find difficult to sound out.
PLDs	(C) (i), (iii), (iv) Advanced EB students read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary in academic contexts and use their growing familiarity with English language structures to construct meaning of grade-appropriate text. They can apply basic comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

Lemurs are like people because they —

- ○ live mostly in trees
- ○ carry babies in their mouth
- ● have thumbs on their hands
- ○ have long tails

|	
Reporting Category	3 – Analyze and evaluate information and ideas in a variety of texts
SE	(J) Employ inferential skills such as drawing conclusions from text
Description	This question measures the ability of the students to move beyond basic comprehension of content-based text to think inferentially about what they have read.

PLDs	(C) (iv) Advanced EB students are able to apply higher-order comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

Narrative Selection, Grade 3, Advanced

	This story is relayed using fairly noncomplex text and at first glance may appear to be accessible to intermediate EB students. However, the story has a surprise twist. Advanced level EB students have enough command of English to follow unpredictable story lines in noncomplex text, enabling them to read beyond the lines of the text to make implicit connections. Intermediate EB students, by contrast, rely on familiar and predictable story lines as a road map to derive and confirm meaning when they engage in independent reading tasks.

What William Found

1 William and Caleb looked at magazines in the library. "There it is!" William said, pointing to a picture. "That's the game I want."

2 "Cool," said Caleb. "But it costs $20. That's a lot of money."

3 "I'm trying to save money," William said. He took some coins out of his pocket. "I have $0.85 so far. I need to save a lot more to get $20."

4 The friends checked out some books and went outside. In front of the library, William stopped to tie his shoe. As he bent down, he noticed something brown at the <u>base</u> of a nearby tree. At first William thought the brown thing was an animal. Then he saw that it was a wallet.

5 William picked up the wallet. "Look what I found," he said.

6 "It's your lucky day!" said Caleb. "I'll bet there's money in it. Open it."
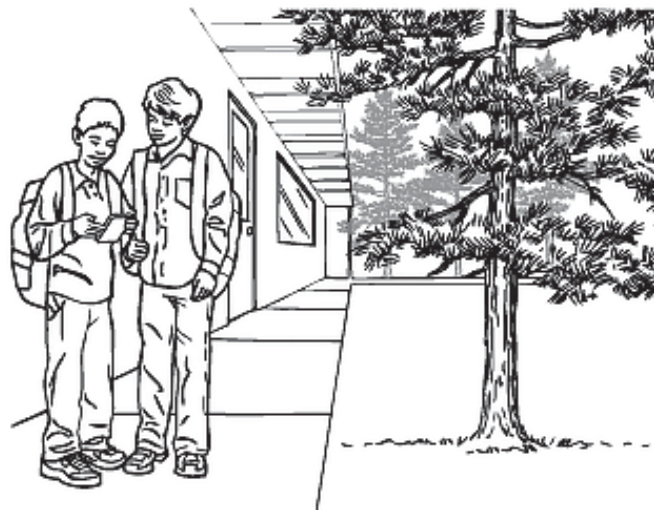
7 "I don't know," William said slowly. He <u>hesitated</u>. He looked around. No one else was in front of the library. William didn't feel good about opening the wallet. He turned it over. The wallet was made of brown leather and was stuffed full of something. Maybe it was full of money.

8 "Let's look inside and see how much money is in it," Caleb said. "Think of all the things you could buy. You could get that game you want!"

9 William stood quietly holding the wallet. He looked around again. No one was looking for a lost object.

10 William didn't open the wallet. Instead he walked back into the library. William told the librarian about the wallet. Ms. Yarrow took the wallet, thanked William, and said she would try to find the owner.

11 The next morning the phone rang at William's house. It was Ms. Yarrow. "William," she said, "Mr. Chang was so happy that you found his lost wallet. Mr. Chang is glad that you decided not to keep the wallet and the money inside of it. He wants to give you a reward for being honest. Please come to the library. I have $20 for you. The money is your reward."

Read the diagram below.

William and Caleb go to the library.

↓

William finds a wallet.

↓

William gives the wallet to Ms. Yarrow.

↓
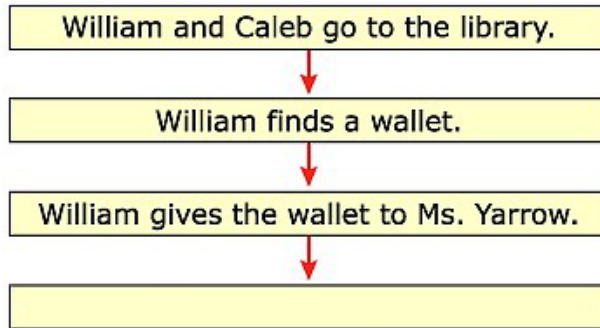
[empty box]

Which of these belongs in the empty box?

○ William and Caleb check out books from the library.

○ Caleb tells William to open the wallet.

● William gets a reward.

○ William ties his shoe.

Reporting Category	3 – Analyze and evaluate information and ideas in a variety of texts
SE	(K) Employ analytical skills commensurate with content area needs
Description	This question measures the ability of students to evaluate the graphic and use their understanding of the sequence of events in the story to fill in the empty box.
PLDs	(C) (iv) Advanced EB students are able to apply higher-order comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

Which of these is the best summary of the story?

- ⦿ William finds a wallet. He decides not to keep it. The owner of the wallet gives William a reward.

- ○ William and his friend go to the library. They look at magazines. Then they check out books.

- ○ William finds a brown wallet. He wonders what is inside the wallet.

- ○ William needs $20 to buy a game. Mr. Chang gives him the money.

Reporting Category	2 – Basic understanding of a variety of texts
SE	(I) Employ basic reading skills to summarize text commensurate with content area needs
Description	This question measures the ability to understand what the story is generally about and provides evidence of whether the EB student has reached the advanced level of English reading proficiency.
PLDs	(C) (iv) Advanced EB students are able to apply basic comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

Based on the story, which of these will William probably do with the reward money?

- ○ He will buy a new wallet.

- ○ He will give it to Ms. Yarrow.

- ⦿ He will buy the game he wants.

- ○ He will give it to Caleb.

Reporting Category	3 – Analyze and evaluate information and ideas in a variety of texts
SE	(J) Employ inferential skills such as predicting commensurate with content area needs
Description	This question measures whether the student understands the story. A thorough understanding is required to understand that William chose to be honest rather than take money from the wallet he found to buy the game he wanted.
PLDs	(C) (iv) Advanced EB students are able to apply higher-order comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

Which word best describes William in this story?

◉ Honest

○ Funny

○ Careless

○ Relaxed

Reporting Category	3 – Analyze and evaluate information and ideas in a variety of texts
SE	(J) Employ inferential skills such as drawing conclusions from text
Description	This question measures the student's ability to analyze the story to determine that the character is best described as honest.
PLDs	(C) (iv) Advanced EB students are able to apply higher-order comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

Narrative Selection, Grades 10–12, Advanced High

> The language complexity in this advanced high passage is similar to that of grade-level materials. The way EB students answer comprehension questions about these types of literary texts provides evidence of their reading vocabulary level and overall ability to independently synthesize the meaning of the English they encounter in high school English reading passages.

The Boatman

The boatmen of New England in the 1930s earned their living on the rough waters of the Atlantic Ocean. They often had to work in stormy conditions, catching fish and then hauling them toward the lights and safety of their home port.

1 Changes in light, like the sun rising, wake some people. Sounds wake others.

2 For the boatman, it was certain smells. The aromas of fresh-brewed coffee, strong and black, and fresh ham sizzling on the griddle were more than enough to <u>rouse</u> him from his bed at home. Perhaps that was why it was usually so hard for him to crawl out of the tiny bed on his fishing boat, the *Eloise*. Out here on the open water, he was alone. There was no one to prepare a breakfast feast for him. He would have to wait until he was back home.

3 On this particular day, it was neither smells nor changes in light that woke the boatman. It was the seagulls. Their shrieks and cries pierced his sleep like a sewing needle through cloth. He peered through the small round window near his head. The fog on the water was separating into strands of cloud, rotating in elegant, wispy columns off the surface and eventually vanishing into the blue air above. Through the fog, he saw the seagulls that had served as his alarm clock. He heard small waves slapping against the anchored boat as the morning tide rolled past. The boatman rose stiffly from the little bed, his old bones creaking and cracking like the wood used to build the *Eloise* a long time ago.

4 He took out an ancient coffeepot and dumped ground coffee into its metal basket. Then he filled the pot and set it on the small gas burner he used to warm his meals. The boatman checked his watch and then the barometer on the cabin wall. The barometric pressure had dropped a little since last night. "Probably a storm is coming," he thought as he started the engine. It sputtered and then settled into a steady hum. The boatman, who prided himself on keeping his boat in good shape, smiled and thought, "Ah, that's my *Eloise*. I can always count on her."

5   The change in weather meant a change in plans for the boatman. Instead of turning east and heading out to sea another 10 miles, he decided to head north a mile before sailing westward toward home. With luck, he would be able to catch two hundred pounds of fish before going back to the port. He pulled up the anchor and bent down to gather his big net. Struggling a little with its weight, he threw it over the side of the boat and watched it unroll in the green-gray water. Then he grabbed the wheel and gradually increased the boat's speed, going toward a place in the ocean he knew was deep and full of fish.

6   The sun had burned off the remaining fog, and the sky to the north and east was bright blue. But off to the west, the boatman saw a line of heavy gray clouds growing on the horizon. Thirty minutes was all the time he could spend fishing these waters before heading home. The boat slowed down as the net filled. Finally the boatman turned off the engine so he could get the net out of the water. He turned on the electric winch and watched as it pulled the net out of the water and lowered it onto the deck. It was full of fish. He hurried to open a door on the boat's floor, revealing a snowy bed of crushed ice in the space below. The net released a shower of fish onto the ice. "Around 350 pounds," he said out loud as he closed and locked the door. Not a bad catch for a short morning.

7   By now the wind was stronger, and the waves were bigger. The gray line of clouds had moved closer. The boatman opened his locker and pulled out his heavy yellow raincoat. He returned to the wheel and slowly turned the vessel into the approaching storm toward home. The wind was steady, a good sign, but the sky ahead was heavy and dark with rain.

8   There were three miles between the *Eloise* and the lighthouse at Leary's Point. On a clear day the boatman would have seen the rocky outline of the point's shoreline, but not today. Today he squinted into sheets of rain, searching for the lighthouse beacon that had guided so many of his ancestors past the rocks of the cove to safety. Huge drops splattered against the sides of the cabin windows. The boatman was alone in a world of water.

9 He gripped the wheel and thought of his wife at home, anxiously watching the storm and fretting. He thought of her calling the harbormaster, asking what boats had come ashore. And he thought of her running through the rain, shaking from both the cold and concern, and then climbing the stairs of the lighthouse to check the light. He knew the light would be there because he knew his wife. His Eloise was constant and true.

10 The rain was coming down so heavily now that it was impossible to tell where the sea ended and the sky began. The boatman gripped the wheel, checking his course. According to the channel markers, he was only half a mile from Leary's Point. To his left he saw one flash of lightning and then another. A shiver of dread ran down his spine. But a moment later he realized that it was the lighthouse beacon, not lightning, that was interrupting the grayness.

11 The boatman smiled as he turned his boat toward the beam. "Ah, that's my Eloise," he thought. "I can always count on her."

When the boatman first sees the light of the lighthouse, what does he think it is?

- ◉ Flashes of lightning
- ○ A light from another boat
- ○ A change in light from the sun
- ○ Lights from the port

Reporting Category	2 – Basic understanding of a variety of texts
SE	(I) Employ basic reading skills to demonstrate understanding of supporting details in text commensurate with content area needs
Description	This question measures whether the student understands supporting details of the text's main idea.
PLDs	(D) (iv) Advanced high EB students are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic comprehension skills when reading grade-appropriate text.

In paragraph 2, what does <u>rouse</u> mean?

○ Surprise

○ Interrupt

◉ Awaken

○ Bother

Reporting Category	1 – Understand words and language structures necessary for constructing meaning in English
SE	(F) Use contextual support to read grade-appropriate content area text
Description	This question requires the student to use contextual cues in paragraphs 1 and 2 to understand the meaning of "rouse."
PLDs	(D) (i) Advanced high EB students read and understand vocabulary at a level nearly comparable to their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used.

What is the significance of the boat's name?

◉ The boat is named after the boatman's wife because, like her, it is reliable and trustworthy.

○ The boatman would only marry a woman who had the same name as his boat.

○ It is good luck for a boatman to name his boat after his wife.

○ The boatman had always liked the name Eloise.

Reporting Category	3 – Analyze and evaluate information and ideas in a variety of texts
SE	(K) Employ analytical skills commensurate with content area needs
Description	This question assesses the ability to read analytically and beyond a basic understanding of a text to a deeper, more complete understanding of ideas and themes conveyed in literary texts.
PLDs	(D) (iv) Advanced high EB students are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, higher-order comprehension skills when reading grade-appropriate text.

The setting is critical to this story
because —

- ⦿ the central conflict and plot are
  determined by the character's
  surroundings

- ○ the main characters could have
  existed only during the early twentieth
  century

- ○ the plot centers on several true
  historical events mentioned in the
  story

- ○ some of the sights and sounds of the
  sea are used to illustrate the theme

Reporting Category	3 – Analyze and evaluate information and ideas in a variety of texts
SE	(K) Employ analytical skills commensurate with content area needs
Description	This question requires the student to evaluate the relevance of the selection's setting. Correct answers to this question provide evidence of the student's ability to synthesize the overall meaning of high school texts in order to exercise higher-order reading comprehension skills. The answer choices contain academic language used routinely during language arts instruction.
PLDs	(D) (iv) Advanced high EB students are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, higher-order comprehension skills when reading grade-appropriate text.

Narrative Selection, Grade 2, Advanced High

This advanced high narrative incorporates the real-life application of a mathematics skill, the addition of two-digit numbers. In these types of selections, students are not assessed on their mastery of content-based skills but on the practical ability to think and reason using academic English during grade-appropriate subject-area instruction.

When Do People Go to the Zoo?

1 When Ms. Medina's students walked into their classroom Monday morning, they noticed something different. Ms. Medina had drawn a large calendar on the board. The students sat down and waited to begin the math lesson.

2 Ms. Medina said, "This calendar shows the attendance at the Parkland Zoo last month. Each day of the week has a circle with a number inside it. That number tells us how many people went to the zoo that day."

March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Zoo closed	2 (57)	3 (62)	4 (99)	5 (74)	6 (80)	7 (310)
8 Zoo closed	9 (164)	10 (189)	11 (214)	12 (172)	13 (143)	14 (412)
15 Zoo closed	16 (68)	17 (105)	18 (92)	19 (81)	20 (73)	21 (327)
22 Zoo closed	23 (72)	24 (66)	25 (93)	26 (51)	27 (84)	28 (384)
29 Zoo closed	30 (86)	31 (73)				

3 Ms. Medina continued, "Please look at the first week on the calendar. What day of the week was March 2?"

4 "Monday," Olivia answered.

5 "Right," said Ms. Medina. "How many people went to the zoo that day?"

6 Lyle said, "I see that 57 people went to the zoo that day."

7 "Right again," said Ms. Medina. "Now let's look at March 7. What day of the week was that? How many people visited the zoo?"

8 "That day was a Saturday, and there were 310 people at the zoo," replied Ava.

9 "Correct," said Ms. Medina. "Which day had the higher attendance, March 2 or March 7?"

10 Phan said, "More people went to the zoo on March 7, because 310 is greater than 57."

11 "Yes," said Ms. Medina. "Why do you think that more people went to the zoo on Saturday than on Monday?"

12 Lyle answered, "Well, there is no school on Saturday, so maybe more people could go to the zoo that day."

13 "Great thinking," said Ms. Medina. "Now look at the other weeks on the calendar. Do you see a pattern?"

14 Olivia said, "The numbers on Saturdays are greater than the numbers on other days of the week. The pattern is that more people went to the zoo on Saturdays than on any other day."

15 "Yes, the zoo was busiest on Saturdays," Ms. Medina said. "What else do you notice about the numbers in the calendar?"

16 Phan frowned and said, "Look at the second week in March. The attendance number is greater than 100 each day that week. Why?"

17 The class was silent. Then Ava said, "Oh! I think I know! That week was Spring Break! Kids did not have to go to school. I suppose a lot of people went to the zoo, maybe because they had more free time."

18 Lyle asked, "What about March 17? It was a Tuesday, and 105 people went to the zoo. Why did so many people go on that day?"

19 "Good question," Ms. Medina replied. "On March 17 the Parkland Zoo sold tickets at a discount. A zoo ticket cost $2 less than the normal price. People probably decided to visit the zoo on that day because they could pay less money."

20 Then Ms. Medina said, "Everyone has done a good job understanding the information on the calendar. Now I have one more thing to share. We will visit the Parkland Zoo next Wednesday on our field trip!"

21 "Wow!" said Lyle. "I bet attendance will be really high that day!"

Attendance numbers at the zoo are higher on Saturdays because —

○ people can see more animals

○ zoo tickets cost less on Saturdays

◉ children do not have to go to school

○ the zoo stays open later on Saturdays

The calendar on the board in Ms. Medina's classroom shows the —

◉ number of visitors at the zoo on different days

○ date of the class field trip to the zoo

○ amount of money the zoo earned

○ attendance of students in Ms. Medina's class

Reporting Category	2 – Basic understanding of variety of texts written in English
SE	(I) Employ basic reading skills such as demonstrating understanding of supporting ideas and details in text commensurate with content area needs
Description	The first question measures whether the student understands supporting details of the text's main idea. The second question measures whether the student understands important details from the text and graphic provided.
PLDs	(D) (iv) Advanced high EB students are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text.

You can tell from the story that the students in
Ms. Medina's class —

○ enjoy making calendars

○ visit the zoo often

◉ know how to read a calendar

○ want to study zoo animals

|	
Reporting Category	3 – Analyze and evaluate information and ideas in a variety of texts
SE*	(K) Employ analytical skills commensurate with content area needs
Description	This question requires the student to read English with minimal difficulty to gain a thorough understanding of grade-appropriate text. The question requires the student to analyze events in the story and draw a conclusion.
PLDs**	(D) (iv) Advanced high EB students are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, higher-order comprehension skills when reading grade-appropriate text.

* ELPS SE

** ELPS PLDs

Informational Selection, Grades 8–9, Advanced

In this advanced selection, the EB student reads about the green anaconda. This type of selection is not designed to assess mastery of science concepts or skills, but the ability to think and reason using academic English when reading and learning in grade-level science contexts. Advanced selections provide linguistically accommodated text features appropriate for this English language proficiency level.

The Green Anaconda

1 Are you thinking about getting a pet snake? Don't put the green anaconda on your list! Your home is not big enough or wet enough for an anaconda. The green anaconda is the world's largest snake. This massive creature can grow as long as 30 feet. It can weigh up to 550 pounds and be 12 inches around.



© Thomas Marent/Minden Pictures/CORBIS
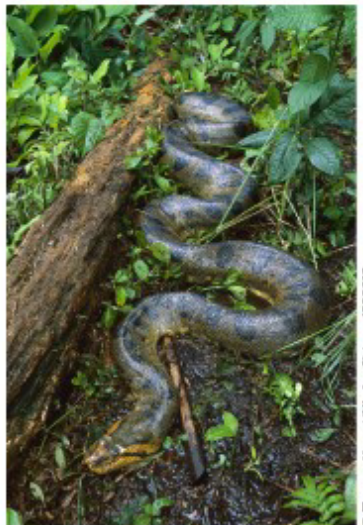
Habitat

2 Green anacondas live in swamps and rivers in South American rain forests. They are excellent swimmers, and they spend most of their time in the water. Anacondas cannot move around easily on land. However, the snakes will sometimes lie on rocks or tree branches in the sun.

3 The green anaconda is active at night and sleeps during the day. It lives alone and comes together with other anacondas only during mating season.

Diet

4 In some parts of the world, the anaconda is called "elephant killer." Early Spanish settlers in South America called it *matatoro*, which means "bull killer." However, the green anaconda does not eat elephants or bulls. It eats turtles, birds, pigs, and deer.

5 The anaconda is an excellent hunter. The snake's nose and eyes are on the top of its head. This <u>enables</u> the anaconda to hide just under the water's surface. The anaconda waits under the surface for its prey to come near the water. Then it grabs its victim. The snake <u>coils</u> its strong body around the prey and squeezes until the animal stops breathing. Then the anaconda opens its jaws and works the prey into its mouth. The snake's jaws stretch wide enough to swallow the prey whole. Strong muscles crush the animal and push it down into the snake's stomach. It can take weeks and sometimes months for the anaconda to digest its food.
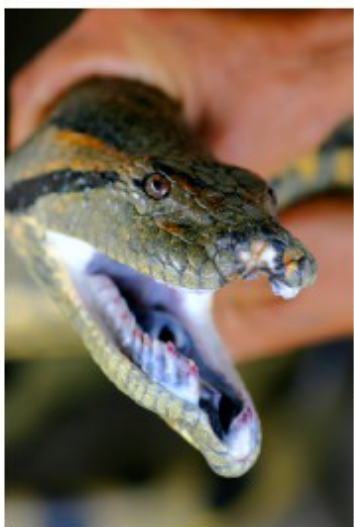
© Paul Kennedy/Lonely Planet Images/Getty Images

Young

6 Green anacondas give birth to live young, <u>as opposed to</u> many other snakes, which lay eggs. The female has about 20 to 30 babies at one time. After giving birth, the mother's job is finished. The baby snakes know right away how to hunt for food and take care of themselves.

Predators

7 Jaguars and large reptiles eat young anacondas. However, humans are the anaconda's most dangerous predator. Some people hunt anacondas for their skins. Others capture the snakes to sell illegally as pets. People who live in the rain forests sometimes kill anacondas because they want to protect themselves and their animals.

8 There are many stories and myths that tell of anaconda attacks. The snake's huge size might be a reason for some of the fantastic snake tales. Regardless of the stories and myths, it is probably best to view the snake in a book or in a zoo.

What is paragraph 5 mostly about?

○ How the anaconda's jaws work

○ What the anaconda eats

○ Where the anaconda waits for prey

◉ How the anaconda captures food

Reporting Category	2 – Basic understanding of a variety of texts
SE	(I) Employ basic reading skills to demonstrate understanding of supporting and main ideas in text commensurate with content area needs
Description	This question assesses understanding of sufficient English to determine the main idea of a paragraph.
PLDs	(C) (iv) Advanced EB students are able to apply basic comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features in order to determine or clarify meaning, particularly with unfamiliar topics.

Which paragraph gives information about the
kinds of animals that hunt anacondas?

○ Paragraph 5

○ Paragraph 6

◉ Paragraph 7

○ Paragraph 8

Reporting Category	3 – Analyze and evaluate information and ideas in a variety of texts
SE	(K) Employ analytical skills commensurate with content area needs
Description	This question requires the student to analyze the passage and its main ideas. This question type does not measure mastery of science but the extent to which the EB student has acquired the ability to read academic English and analyze information during grade-appropriate subject-area instruction.
PLDs	(C) (iv) Advanced EB students are able to apply higher-order comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features in order to determine or clarify meaning, particularly with unfamiliar topics.

The anaconda has been called "elephant killer"
and "bull killer" probably because —

○ it is the same size as an elephant

◉ it can kill and eat large animals

○ it kills and eats elephants and bulls

○ it lives in South American rain forests

Reporting Category	3 – Analyze and evaluate information and ideas in a variety of texts
SE	(J) Employ inferential skills commensurate with content area needs
Description	This question requires the EB student to demonstrate the ability to think inferentially when reading classroom-based science materials that have some linguistically supportive text features. The question provides information about the growing ability of EB students to read and think analytically during their own science instruction.
PLDs	(C) (iv) Advanced EB students are able to apply higher-order comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features in order to determine or clarify meaning, particularly with unfamiliar topics.

Appendix D

Additional Writing Information

Writing

English language proficiency in writing is defined for TELPAS as the ability to produce written text with content and format to fulfill grade-appropriate classroom assignments.

Students in kindergarten and grade 1 (EB students and non-EB students) vary in how quickly they learn to write. Kindergarten and grade 1 EB students may be at different developmental stages of learning to write regardless of their English language proficiency. As is customary in kindergarten and grade 1 instruction, students build foundational writing skills through applicable oral prerequisite activities, activities based on emergent forms of writing, and activities that involve self-generated connected written text. Throughout the year, teachers monitor and develop the English language writing proficiency levels of their kindergarten and grade 1 EB students as they incorporate the ELPS and subject-area TEKS in daily instruction.

For students in grades 2–12, the writing proficiency definition relates specifically to the communication skills that an EB student needs to use English as an effect medium for academic instruction. Students should participate in authentic instructional writing activities to support their English writing development.

Performance-Based Writing Activities for Kindergarten and Grade 1

The following types of performance-based activities are recommended as ways to develop and gather information about the writing proficiency of EB students. This list of activities is not exhaustive.

- journal writing for personal reflections
- shared writing for literacy and subject-area development
- language experience dictation
- organization of thoughts and ideas through prewriting strategies
- publishing and presenting
- making lists for specific purposes
- labeling pictures, objects, and items from projects
- cooperative group work
- first drafts

Instruction and Assessment for Kindergarten through Grade 12

The following examples show the direct alignment between TELPAS and the ELPS. These types of activities help teachers stay attuned to students' English language writing proficiency in ongoing instruction and for the spring TELPAS administration.

Writing Example 1: Journal Writing, Kindergarten

[CLICK HERE](#) to see a student at the intermediate level of English language writing proficiency explaining an emergent form of self-generated writing. The topic is highly familiar and concrete and allows the student to use the high-frequency English he knows.

Benefit to Teaching and Learning

Journal writing develops habits of writing and precursory literacy skills for emergent writers who have not yet learned to turn spoken language into a standard piece of writing. Journal writing is particularly beneficial for EB students. As teachers interact with young EB students about the contents of their journals, they gather information about the EB students' literacy development as well as their ability to express themselves in English. The interactions contribute to building prerequisite oral proficiency as well as writing proficiency in English. When teachers address both the ELPS and RLA SEs in instruction, they can respond appropriately to promote both second language acquisition and early literacy.

ELPS-TELPAS Alignment

The ELPS SEs and PLDs addressed in Writing Example 1 are shown below.

ELPS-TELPAS ALIGNMENT	
Student Expectations **19 TAC §74.4(c)(5)**	**Proficiency Level Descriptors** **19 TAC §74.4(d)(5)**

The student is expected to:
 	
(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English
 	
(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary
 	
(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired
	(B) Intermediate EB students have a limited ability to use the English language to build foundational writing skills. These students:
	
	  (i) know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English
	
	  (ii) can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English

Some SEs and PLDs may be abbreviated.

Writing Example 2: Shared Writing for Literacy and Subject-Area Development, Grade 1

[▶] **CLICK HERE** to see EB students at the intermediate and advanced levels of writing participating in a shared writing activity in which they describe ways teachers help students.

Benefit to Teaching and Learning

In shared writing activities, teachers and students collaborate to write a text together. This active demonstration of the writing process is an important experience for developing students' literacy skills. These activities also provide teachers with ongoing information about the extent to which an EB student's English limitations may or may not be obstructing the student's ability to build foundational writing skills.

ELPS-TELPAS Alignment

The ELPS SEs and PLDs addressed in Writing Example 2 are shown below.

ELPS-TELPAS ALIGNMENT	
Student Expectations **19 TAC §74.4(c)(5)**	**Proficiency Level Descriptors** **19 TAC §74.4(d)(5)**

The student is expected to:
 	
(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English
 	
(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary
 	
(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations
 	
   (i) using correct verbs, tenses, and pronouns/antecedents
 	
(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired
	(B) Intermediate EB students have a limited ability to use the English language to build foundational writing skills. These students:
	
	   (ii) can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English
	
	(C) Advanced EB students have the ability to use the English language to build, with second language acquisition support, foundational writing skills. These students:
	
	   (ii) can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language

Some SEs and PLDs may be abbreviated.

Writing Example 3: Rating a Student's English Language Proficiency, Kindergarten

Example 3 includes teacher observations of a student's writing proficiency and several writing samples for the student. The writing samples are provided to illustrate how teachers use the PLDs to holistically rate the writing proficiency of their kindergarten and grade 1 EB students. A link to the student's proficiency level rating, including the key features of the PLDs exhibited, is also provided.

> Graciana is not yet beyond the stage of using emergent forms of writing. Yesterday during journal time, Graciana wrote a **story about playing with a friend at recess**. She read the story to me. She could use only simple English to explain her writing on this highly familiar topic.
>
> In shared writing activities, such as Morning Message, Graciana has difficulty contributing when the topic is unfamiliar. However, Graciana participates more meaningfully using high-frequency English when the topic is familiar.
>
> After a science activity that included working in the class garden, Graciana wrote a **story about how we all worked together to pull weeds**. The topic was concrete and familiar to her, so she was able to explain her writing simply, although she displayed some primary language features.
>
> Last week after Family Math Night, Graciana wrote **a story about what her family did**. She used high-frequency words, and there were several primary language features.
>
> **CLICK HERE** to see Graciana's writing proficiency level rating.

Writing Example 1: Extended Writing on a Topic from RLA, Grade 2

> **CLICK HERE** to see a writing assignment from an EB student at the advanced high level of English language writing proficiency. The student describes things that are important to have on a camping trip.

Benefit to Teaching and Learning

Extended writing assignments such as these develop and help show the ability of EB students to express themselves clearly on grade-level RLA topics. This is just one example of a writing assignment that provided the student with an opportunity to portray his English language writing proficiency.

ELPS-TELPAS Alignment

This writing sample shows the alignment between the ELPS and TELPAS. The ELPS SEs and PLDs addressed are shown below.

ELPS-TELPAS ALIGNMENT	
Student Expectations **19 TAC §74.4(c)(5)**	**Proficiency Level Descriptors** **19 TAC §74.4(d)(6)**

The student is expected to:
 	
(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English
 	
(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary
 	
(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired
 	
(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired
 	
(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
 	
    (i) using correct verbs, tenses, and pronouns/antecedents
 	
    (ii) using possessive case (apostrophe *s*) correctly
 	
    (iii) using negatives and contractions correctly
 	
(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
 	
(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired
	(D) Advanced high EB students have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support. These students:
	
	    (i) are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction
	
	    (ii) know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English
	
	    (iii) exhibit writing features typical at this level, including
	
	        (I) nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary
	
	        (II) occasional difficulty with naturalness of phrasing and expression
	
	        (III) errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors made rarely interfere with communication

SEs and PLDs may be abbreviated.

Writing Example 2: Expository Writing from Science Subject Area, Grade 10

[CLICK HERE](#) to see a writing assignment from an EB student at the advanced level of English language writing proficiency about why science is important in our lives.

Benefit to Teaching and Learning

Writing in core subject areas, such as mathematics, science, and social studies, supports both the content attainment and English language acquisition of EB students. Using recently encountered vocabulary and content in a written format helps EB students internalize what they have been taught. Teachers benefit from the ability to evaluate both subject-area learning and English language writing proficiency.

ELPS-TELPAS Alignment

This writing sample shows the alignment between the ELPS and TELPAS. The ELPS SEs and PLDs addressed are shown below.

ELPS-TELPAS ALIGNMENT	
Student Expectations **19 TAC §74.4(c)(5)**	**Proficiency Level Descriptors** **19 TAC §74.4(d)(6)**

The student is expected to:
 	
(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English
 	
(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary
 	
(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired
 	
(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired
 	
(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
 	
    (i) using correct verbs, tenses, and pronouns/antecedents
 	
    (ii) using possessive case (apostrophe *s*) correctly
 	
    (iii) using negatives and contractions correctly
 	
(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
 	
(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired
	(C) Advanced EB students have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed. These students:
	
	    (i) are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction
	
	    (ii) know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar
	
	    (iii) exhibit writing features typical at this level, including
	
	        (I) grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns
	
	        (II) emerging grade-appropriate vocabulary; academic writing has a more academic tone
	
	        (III) use of a variety of common cohesive devices, although some redundancy may occur
	
	        (IV) narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required
	
	        (V) occasional second language acquisition errors
	
	        (VI) communications are usually understood by individuals not accustomed to the writing of EB students

SEs and PLDs may be abbreviated.

Writing Example 3: Rating a Student's English Language Proficiency, Grade 8

Links to a student's writing assignments are provided below to illustrate the student's writing ability across different subject areas and different types of writing tasks. A link to the student's proficiency level rating based on the PLDs is also provided to show the key features the student exhibited on each writing assignment.

<div>

TELPAS Student Writing Collection

Writing assignment 1 Mathematics procedural writing—graphing equations

Writing assignment 2 Science procedural writing—the scientific method

Writing assignment 3 Descriptive writing on a familiar topic—personal description

Writing assignment 4 Descriptive writing on a familiar topic—describing photographs

Writing assignment 5 Narrative writing about a past event—going to school

CLICK HERE to see the student's writing proficiency level rating.

</div>